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Abbey Woods Academy Accessibility Plan

Date: September 2019

Purpose

This Accessibility Plan is designed to ensure that Abbey Woods Academy complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

This plan is made available on the school's website and is also available in large print or other accessible formats if required.

Duties on the school

- Not discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website.

Reasonable adjustment duty

The school is committed to making reasonable adjustments* to allow pupils and adults with disabilities to access the educational provision and related services at the school.

We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

Planning duty

- There are three strands to the planning duty:
- increasing physical access
- increasing access to the curriculum
- increasing access to written information.

Increasing physical access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

*The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.

Increasing access to the curriculum

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing access to written information

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example, in Braille, audio tape or large print formats, and the provision of information orally.

Communication with parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

Accessibility Audit

At Appendix 1 is an accessibility audit relating to the above three planning duty areas which we have completed prior to completing the Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan relating to the above three planning duty areas which we have completed after the Accessibility Plan were completed. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Education Director will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every two years.

Appendix 1: Accessibilty Audit

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
1. Culture and ethos –policies and practices				
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments?	None	No		
1.2 Are there high expectations of all pupils and staff?	Yes	No		
1.3 Do staff, Local Governors and pupils share a philosophy of inclusion?	Yes	No		
1.4 Are pupils equally valued?	Yes	No		
1.5 Do staff seek to remove all barriers to learning and participation?	Yes	No		
1.6 Are lessons made accessible to all students?	Yes	No		
1.7 Do you make the best use of teaching assistants (LSAs, HLTAs)?	Mostly	No		

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
2. Staff training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Not all levels and types of disability	Possibly	Training when required	no
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability?	Training provided for needs as the pupils apply to enter	No issues to date		No
2.3 Are your staff aware of how classrooms should be optimally organised for pupils with a disability?	Yes	No issues to date		No
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities?	No issues identified			No

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
3. Provision of written information				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	No current issues	no		
3.2 Do you provide access to computer technology appropriate for pupils and adults with disabilities?	Yes	no		
3.3 Do you provide access to internet resources appropriate for pupils and adults with disabilities?	Yes	no		
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for pupils and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Yes	no		
3.5 Do you have the facilities to produce written information in a variety of font sizes?	Yes	no		
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)	Yes, when required	no		

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
4. The physical environment *Consider all the areas to which pupils should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.*				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils and adults who use wheelchairs?	Yes	no	There are alternative access routes for wheelchair users throughout.	no
4.2 Are toilet facilities and showers accessible to wheelchair users?	Yes	no		
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Mostly	Yes	Some pathways need to be re-paved although alternative routes are available	yes
4.4 Is there any decor which may be confusing or disorientating for pupils and adults with a disability with a visual impairment, for example floors and walls which are the same colour?	No	No		
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	Yes, height only	Yes	Signs to be re-sited	no

4.6 Is there accessible storage to enable pupils and adults with a disability to access aids and equipment?	Yes	no		
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?	Some	no	Changes made when needed	no
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	No	yes	Changes made when needed	no
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	No	yes	Changes made when needed	no

Appendix 2: Accessibility Plan template

Short term	
Targets	Availability of written material in alternative formats
Strategies	The RNIB guidelines are made available to all staff. A representative of the LGB liaises with RNIB and other appropriate bodies to become more aware of services available for converting written information into alternative formats. Guidance from above is made available to all staff.
Outcome	The school provides written information in alternative formats when required.
Timeframe	By end of Term 3 2019/20
Goals achieved	Written information provided in alternative formats.

Medium term	
Targets	Ensure internal decoration of school benefits pupils and adults with visual impairments. All staff able to differentiate the curriculum to take into account a range of disabilities.
Strategies	Seek advice from LA Sensory Impaired Support Service on appropriate colour schemes and blinds and follow this when refurbishing. Undergo training on differentiating the curriculum with curriculum adviser support and input from voluntary bodies. (All teachers via in-service day).
Outcome(s)	Several classrooms are made more accessible to visually impaired children. All corridors and entrances more accessible. Teachers are more fully able to meet the requirements of disabled children's needs with regard to accessing the curriculum.
Timeframe	During Term 1 2019/20 During Term 2 2019/20
Goals achieved	Physical accessibility of school increased 100% of lessons observed provide satisfactory differentiation.

Long term	
Targets	The accessibility of each entrance and exit is improved in priority order through the fitting of ramps and handrails as finances allow.
Strategies	Planned use of devolved formula capital resources in accordance with Asset Management Plan priorities.
Outcome(s)	Over three-year period the school's two main entry areas will be physically accessible. Other entry areas to be dealt with on a rolling programme and completed in five years.
Timeframe	Begins in Term 3 2019/20.
Goals achieved	Physical accessibility of the school increased.